

No Child Left Behind Federal Definition of High Quality Professional Development

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| Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified |
| Improve classroom management skills |
| Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification |
| Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments. |
| Provide instruction in methods of teaching children with special needs |
| To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach |
| Include instruction in the use of data and assessment to inform and instruct classroom practice |
| Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents |
| May include activities that create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers |
| May include activities that involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experience teachers and college faculty |
| Advance teacher understanding of effective instructional strategies that are based on scientifically based research (except that this sub-clause shall not apply to activities carried out under part D of title II) |
| Advance teacher understanding of effective instructional strategies that are strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers |
| Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards |
| Are aligned and directly related to State academic content standards, student academic achievement standards, and assessments |
| Are aligned and directly related to the curricula and programs tied to the standards described in the above except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of section 21123(3)(B) |
| Are integral part of broad schoolwide and districtwide educational improvement plans |
| Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom |
| Are not 1-day or short-term workshops or conferences |

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| Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act |
| Provide follow-up training to teachers who have participated in activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom. |
| As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development |